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17. ABSTRACT (MAX. 250 WORDS)

Report suggesting criteria for physical education teacher selection and retention, such as: General motor ability, participation requirements, and personal qualities and characteristics. Selected bibliography.

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III.

SELECTIVE ADMISSION AND RETENTION IN PHYSICAL EDUCATION

The sub-committee on selective admission and retention in physical education submits its report, after approval by the Seminar, as one of many that are needed. Each teaching discipline, especially if it requires special skills, makes unique requirements of its teachers. This report may serve to stimulate the formulation of requirements for other disciplines. It may also be used as a pattern for those areas of teaching in which special skills are needed.

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The criteria for teacher selection and retention are becoming better recognized. There is obviously a great need for improved procedures for appraising and evaluating potential teachers in light of these criteria. It is also essential to show similarities and differences among criteria for selection and retention in specialized areas.

For example, a specialized area in which a teacher is expected to possess special skills, behaviors or qualities should provide procedures for retention of only those who meet these specific requirements. Physical education is one such area.

The student preparing to teach physical education should, of course, meet all the requirements of the general program of the college. He, like all other students, should meet the requirements of percentile rank in his high school class, the general academic grade point average, the grade point average in the major, health requirements, and any other ratings generally required. In addition, the potential physical educator should exhibit proficiency in a variety of physical skills, be purposefully active rather than passive in the field of specialization, and possess in greater degree the personal qualities associated with physical fitness and the qualities of leadership demanded in his field.

It is necessary that successful physical education teachers possess a higher than average degree of general motor ability, a desire to put this ability into practice through active participation in varied activities, and special degrees of certain personal qualities characteristics peculiar to this particular field of endeavor. Therefore, the selective admission and retention program of prospective physical education teachers should include:

I. A GENERAL MOTOR ABILITY REQUIREMENT

Motor ability scores may determine combined concepts of motor educability and achievement. They not only test present developed motor ability but also predict potential levels that the individual may be expected to attain. This gives the students an opportunity for self-evaluation in

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terms of basic motor skills. It also provides a means for teacher evaluation, and thus helps the students to gain some insight into their potentialities as a teacher of physical education.

A good motor ability test should employ unusual situations or motor acts relatively new to the subjects. The administration of such a test requires that:

(1) Practicing the test items should not be permitted.
(2) Procedures for taking the test must be clearly understood without specific coaching or instruction on techniques to be used.
(3) Activities in the physical education program should be analyzed for the skills that they have in common. For example, balance and weight control, eye-hand coordination, strength, agility, and speed are more or less essential to all activities. The tests should be set up to include as many of these as possible.
(4) Tests combining more than one element in a significant way should be used when possible.
(5) Undue emphasis should not be put on endurance, strength, or any other one factor of motor ability.
(6) The battery of tests should have some variety in the skills represented so that the results are at least partially indicative of the strengths and weaknesses of the students.

Numerous standardized general motor ability tests are available.

Some of those used most frequently include:

(1) Scott and French Motor Ability Test (Women)
(2) Barrow Motor Ability Test (Men)
(3) McCloy's General Motor Ability and Capacity Tests. (boys and girls)
(4) Hummiston Motor Ability Test (Women)
(5) Brace Test of Motor Ability (Men)

Physical education departments should choose tests that best meet their particular needs and unique situations. If possible, the tests should be administered during the sophomore year and repeated (with desirable modifications for those retained in the program) during the first semester or term of their senior year.

II. A PARTICIPATION REQUIREMENT

The purposes of the activity participation requirement are to develop a behavior pattern for regular participation in professional activities and to aid in the acquiring of an adequate practical undergraduate experience in the area of physical education.

A list of approved activities to meet the participation requirement may include several or all of the following:

(1) Student membership in professional organizations
(2) Student participation in professional association conferences and meetings
(3) Varsity and/or junior varsity team membership
(4) Manager of a team sport
(5) Officiating in organized sports programs
(6) Participation in intramurals and/or extramurals
(7) Participation as a training room assistant
(8) Membership in the varsity club, majors club, etc.
(9) Approved voluntary services in the related areas of physical education with community groups, recreational programs, acquatic activities, grade school programs, etc.

A physical education major may be required to meet one of the following activity combinations each academic year:

1. Any four activities listed above

2. One varsity sport and any other two activities listed

3. Two varsity or junior varsity sports

Successful implementation of such a plan requires a definition for "participant" in each activity, some record keeping, and appropriate action with those who fail to meet the requirement.

III SPECIAL DEGREES OF CERTAIN PERSONAL QUALITIES AND CHARACTERISTICS

Generally, the same personal qualities and characteristics are desirable and significant for all teachers. However, some of these qualities and characteristics are needed to a greater degree for teachers of physical education because of the nature of their work. Therefore, special consideration and evaluation should be given these items in the selective admission and retention program for prospective physical education teachers:

1. Voice - (suitability of vulume, projection, and quality of tone)

2. Interest - (concern, conviction, and enthusiasm for physical activity)

3. Appearance - (appropriateness of dress, costume, gromming, etc.)

4. Posture and Carriage - (erectness, mannerisms, body mechanics in walking, etc.)

5. Physical Health - (stamina, vitality, endurance, energy, etc.)

6. Emotional Stability and Mental Health - (ability to adjust under pressure, to adjust socially and to accept personal assets and liabilities realistically)

A department will probably want to list its own special ietms relative to the personal qualities and characteristics for the physical education majors using the above list as a guide.

Evaluating or scoring the items may be indicated by such markings as:

1. Below average, average, above average

2. Poor, fair, good, excellent, superior

3. 1, 2, 3, 4, 5 (with an explanation of the value of the numbers)

4. Yes or no (that they meet the standard of requirement)

5. Satisfactory of unsatisfactory

Details of the implementation of the program will need to be determined by each physical education department. In some departments it may also be desirable to include other criteria as:

1. Professional skill profile charts
2. Personnel information forms
3. Student rating forms by other teachers and/or persons
4. Self-evaluation forms

Programs for men and women will also vary in content of the tests and and criteria to meet the needs for each particular program.

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